Pearson BTEC Level 1/2 Tech Award

Sample assessment material for first teaching September 2022

Time 23 hours

Paper reference **BMP03**

Music Practice

COMPONENT 3: Responding to a Music Brief

You must have:
Digital template for Activity 1

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet should be kept securely until the start of the supervised assessment period timetabled by Pearson, when it will be given to learners to start their research.
- This booklet should not be returned to Pearson.

Information

- The total mark for this paper is 60.

Turn over ▶

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Instructions to Teachers/Tutors and/or Invigilators

This booklet is specific to each series and must be issued only to learners who have been entered to take the task in the specified series. This booklet should be kept securely until the start of the supervised assessment period timetabled by Pearson, when it will be given to learners to start their research for the preparatory work for Activity 1.

The set task should be completed during the assessment period timetabled by Pearson. All activities must be completed in the order in which they appear in the booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments (ICEA)* document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Each learner must submit their own independent response to this externally assessed task. It is not possible that one performance can be used to assess more than one individual. Group responses with shared musical outcomes are not permitted.

Where a song with lyrics is selected, there is no expectation for the learners' response to include a solo vocal line. The melody could be performed on an instrument instead. Learners on the performing option can play a lead or accompanying role and other peers/teachers can take part in their performance. The assessed learner must make a singular, unique and continuous contribution to the performance. The learner is wholly responsible for the musical content when creating their new interpretation and should specifically direct other performers in their roles. Where this is the case, it is important that each learner plans ample time to rehearse and refine their performance as well as accompaniments for other performers and/or recorded elements.

Learners can also create their own backing track to accompany their live performance.

Preparatory work for Activity 1 (4 hours of informal supervision)

Learners must be informally supervised (learners are monitored by the teacher/tutor) in four scheduled hours provided by the centre to read the brief and prepare their initial response for Activity 1.

Centres must issue this set task at the appropriate time and advise learners of the timetabled sessions during which they can prepare. It is expected that scheduled lessons or other timetable slots will be used for some, or all, of the preparation.

Learners must work independently and must not be given guidance or feedback on the completion of the preparatory work. Centres should schedule all learners at the same time or informally supervise cohorts to ensure there is no opportunity for collusion.

Learners may prepare notes and resources such as vocal stems to support the completion of Activity 1.

Learner notes are restricted to:

- bullet points
- up to one side of A4 handwritten or word processed (if word processed, the font size must be 10 points minimum).

They may not include continuous prose.

Learner prepared notes should be retained securely by the centre, between the preparatory work and the formal supervised session for Activity 1.

Activity 1: Initial response to the music brief (2 hours of formal supervision)

Learners must be formally supervised in the **two hours** scheduled by the centre. Learners are to complete Activity 1 on a computer using the digital template.

Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learner notes and resources completed in the preparatory work for Activity 1 must be issued to learners at the beginning of the session
- learners should be able to access a copy of the digital template for Activity 1. This will be available for secure download with the Set Task Brief
- learners should not be given any direct guidance
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- at the end of the two hours, in preparation for the final submission, the individual learner's response, on the template, must be saved as a PDF and stored securely by the teacher/tutor in a clearly labelled digital folder with the resources sourced in preparation for the task, in preparation for the final submission
- prepared notes from the preparatory work for Activity 1 do not need to be submitted to Pearson with the final outcomes but must be retained securely until after results have been issued.

Activity 2: Create a music product (16 hours of informal supervision)

Learners must be informally supervised (learners are monitored by the teacher/tutor) in the **16 hours** scheduled by the centre for learners to experiment, develop and record musical material for the final submission. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learners should have access to the prepared notes, resources such as vocal stems and digital template that they completed in Activity 1
- learners should not be given any direct guidance
- learners should not be given any support in writing or editing notes
- learners should generate individual evidence, e.g. in group work the individual evidence should be apparent
- final performances must be video recorded. At the beginning of video recordings, learners must identify themselves with their name and registration number. The video recording must be one continuous shot without edits, in which the performer or all performers in the group are visible and audible. The video recording must be saved to a clearly labelled digital folder under direct supervision
- Digital Audio Workstation (DAW) projects must be exported as a stereo audio file to a clearly labelled digital folder under direct supervision and stored securely by the centre
- during Activity 2, learners should prepare up to one side of A4 notes and up to six supporting images and/or screenshots on their individual contribution to the creative process, the development of the response, strengths and areas for improvement. This will support their response to Activity 3.

Learner notes are restricted to:

- bullet points
- up to one side of A4 handwritten or digital (font size must be 10 points minimum) to support the completion of Activity 3.

They may not include continuous prose.

Learner notes from Activity 2 should be retained securely by the centre in a clearly labelled digital folder for use during Activity 3.

Activity 3: Individual commentary on the creative process (1 hour of formal supervision)

Learners must be formally supervised in the one hour scheduled by the centre to prepare, on a computer, a digital commentary on strengths and weaknesses of the creative process and their music product. Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- learner notes from Activities 1 and 2 and the PDF copy of their initial response (Activity 1) must be issued to learners at the beginning of the session for reference
- final bounced/exported stereo tracks or video recorded performances must be provided for reference. Software used to edit audio or video files should not be accessible during this activity
- learners should not be given any direct guidance
- learners are not permitted to have access to the internet during this supervised activity
- learners should not be given any support in writing or editing notes
- all work must be completed independently by the learner
- learners must save their work for Activity 3 as a PDF in a clearly labelled digital folder under direct supervision.

Outcomes for submission

Each learner must submit **three** pieces of work, exported to a digital folder, clearly labelled with learner name, registration number and centre number.

- Activity 1: a completed response template to the music brief, saved as a PDF.
- Activity 2: a video/audio recording of musical material.
- Activity 3: a commentary on the creative process, saved as a PDF.

A Learner Authentication and Record Form must be submitted for each learner. Learner notes from the monitored preparation period do not need to be submitted with the final outcomes to Pearson.

All learner work must be completed independently and authenticated by the teacher/ tutor before being submitted to Pearson by XXXXXX

Instructions for Learners

Read the set activities carefully.

You should approach the activities through one of the following pathways:

- Creating and Performing
- Creating and Producing.

You must plan your time and submit all the required evidence at the end of each supervised assessment period.

You will be given more than one timetabled session to complete these tasks.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

You must work independently throughout the supervised assessment period. Your work will be kept securely between sessions.

Outcomes for submission

You must submit three pieces of work in a clearly labelled digital folder provided by your teacher/tutor clearly labelled with your name, registration number and centre number:

- Activity 1: your initial response to the music brief, saved as a PDF
- Activity 2: a video/audio recording of your musical material
- Activity 3: your commentary on your creative process saved as a PDF.

You must also submit a Learner Authentication and Record Form. Your notes from the monitored preparation period do not need to be submitted with the final outcomes to Pearson, but they will be kept by your centre.

Commercial Music Brief

A new music app called 'Anytime' is being launched. It is designed to be used by young people aged 10–20 years old to introduce them to a wide range of music from different styles and eras.

The designers hope to introduce a new audience to this music by presenting reimagined pieces which have been created in a different musical style to the original. The app will also include information for the user about how the piece was created and developed from the original.

The app designers are looking for performers and producers to submit pieces to be included in the library of music within the app and include information about how the piece has been created. The pieces will be uploaded onto the app either in video or audio format, with a written commentary on the creative process.

The app designers have provided a list of styles and pieces to choose from and have asked that you select one style and one piece to develop. Pieces should be a significant reinterpretation of the original and should demonstrate a knowledge of the idiomatic characteristics of the chosen style.

You should choose one of the following four musical styles:

1. Grime
2. Psychedelic
3. A soundscape
4. Disco

And choose **one** of the following pieces:

Morning – from 'Peer Gynt Suite' by Grieg

Shopping – Pet Shop Boys

Theme from 'Superman' – from the film 'Superman' by John Williams

Samba – Gloria Estefan

Spaceman – Sam Ryder

Cross Road Blues – Robert Johnson

She's All I Wanna Be – Tate Mcrae

Nagumomo – Susheela Raman

Flashlight – Jessie J

Boulevard of Broken Dreams – Green Day

The genre that you choose **must** be different from the genre of the original piece.

For this set task you cannot use the following combination:

Disco and *Samba* – Gloria Estefan

Set Task

You must complete **one** of the following tasks.

EITHER

Creating and Performing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen style.

Your performance video will be uploaded onto the Anytime app where users will be able to view it. You should therefore consider your presentation and show a good awareness of audience.

You could consider changing the following to create your own interpretation:

- structure
- tempo
- harmony/tonality
- time signature
- instrumentation
- playing/vocal techniques
- effects.

You may introduce entirely new elements into your interpretation. However, the original piece you have chosen must be recognisable within the final outcome.

You will need to submit a video recording of your interpretation of your chosen piece. The video recording will showcase your individual creative and technical musical skills. The video recording must be one continuous shot without edits. The performer/all performers must be seen and be recognisable.

You can play a lead or accompanying role and other peers/teachers can take part in your performance. You must make a singular, unique and continuous contribution to your performance. You are wholly responsible for the musical content when creating your new interpretation and you should specifically direct other performers in their roles. You can also create your own backing track to accompany your live performance.

Your piece of music should last between one minute 30 seconds and four minutes.

OR

Creating and Producing

Using your knowledge of genres, styles, musical features and stylistic techniques, create a new interpretation of the piece to fit the style of your chosen style.

Your audio recording will be uploaded onto the Anytime app where users will be able to listen to it. You should therefore consider the recording and production quality of your final mix.

You could consider the following to create your own interpretation:

- changes in instrumental sounds
- changes in structure
- changes in harmony/tonality
- changes in tempo and/or time signature
- various editing techniques
- effects and processing
- audio recording techniques.

You may introduce entirely new features into your interpretation. However, the original piece you have chosen must be recognisable within the final outcome.

You will need to submit an audio recording of a DAW project of your interpretation of your chosen piece. The audio recording will showcase your individual creative and technical musical skills.

You may use other musicians to play parts of your response, but all ideas for the new piece must be your own. You are wholly responsible for the musical content when creating your new interpretation and you should specifically direct other performers in their roles.

Your piece of music should last between one minute 30 seconds and four minutes.

You must complete ALL activities in the set task.

Preparatory work for Activity 1

This part of the Set Task must be completed in four hours under informal supervision.

You should prepare notes and resources, such as vocal stems, to support your initial response to the music brief for Activity 1. Your notes can be a maximum of one side of A4 paper, must be in hard copy and can be handwritten or word processed.

If they are word processed, the font size must be 10 points minimum.

Activity 1: Initial response to the music brief

This part of the Set Task must be completed in two hours under formal supervision.

Using the page of A4 bullet-pointed notes you created in your preparatory work for Activity 1, you need to write your response to the music brief on the digital template provided.

You will be assessed on:

- your proposal in response to the music brief
- how your proposed response meets the aims of the brief
- how you think the musical elements, genres, styles and playing/producing
- techniques will be used
- the resources and skills development you think are needed to produce a final piece of music.

In preparation for the final submission, save your work as a PDF in a clearly labelled digital folder with the resources sourced in preparation for the task.

You must submit:

- your initial response to the music brief, saved as a PDF.

(Total for Activity 1 = 8 marks)

Activity 2: Create a music product

This part of the Set Task must be completed in 16 hours under informal supervision.

To help you complete this task, you will be given access to your digital folder from Activity 1.

You must experiment with, develop and record or produce a music product that clearly communicates your response to the music brief.

During this activity, you should prepare up to one side of A4 notes and up to six supporting images and/or screenshots. These notes, images and/or screenshots must show your own contribution to the creative process, the development of the response, and strengths and areas for improvement. These notes will be used to support your response to Activity 3.

You will be assessed on the following:

(a) Your creative interpretation of the music in response to the brief

- How well your music product meets the creative aims of the music brief.
- The musical skills shown in your interpretation (musical elements such as pitch, rhythm, dynamics and tempo as well as an awareness of stylistic characteristics).

(16)

(b) The musical skills in the final music product

- Your use of musical skills and techniques.
- The accuracy and technique shown in the performance (Creating and Performing).
- Your technical recording and production ability, including use of software, editing, effects and processing (Creating and Producing).
- Your use of musical expression.
- The consistency of the final performance/music product.

(20)

(c) How you have met the requirements of the music brief

- The quality of the presentation of your music product.
- How well your music product meets the technical requirements of the music brief.

(8)

You must submit:

For Creating and Performing:

- A video recording of your performance. This must be one continuous shot without edits and the performer/s must be seen and heard. At the beginning of the video recording, you must identify yourself with your name and learner registration number.

For Creating and Producing:

- A stereo digital audio recording exported from a DAW project. The file name must include your name and learner registration number.

(Total for Activity 2 = 44 marks)

Activity 3: Individual commentary on the creative process

This part of the Set Task must be completed in one hour under formal supervision.

You must write a commentary highlighting the strengths and areas of improvement for your final music product.

To help you complete this task, you will be given access to a copy of your digital folder from Activities 1 and 2 for reference, including:

- your notes from Activities 1 and 2
- your initial response to the music brief
- media materials including video/audio recordings and up to six screenshots and/or images.

You will be assessed on your explanation of:

- how you developed your response through the creative process
- how you used musical elements, genres, styles and playing or producing techniques
- to reinterpret your chosen piece
- strengths and areas for improvement of the final product.
- You must submit a commentary, saved as a PDF, which must include:
- a minimum of 300 words of text
- relevant screenshots and/or images of work in progress that you captured during Activity 2.

(Total for Activity 3 = 8 marks)

TOTAL FOR PAPER = 60 MARKS